

# **Proposal for a Center for Gender Research, Studies, and Resources**

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# **Proposal for a Center for Gender Research, Studies, and Resources**

## **University of Asmara**

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## **EXECUTIVE SUMMARY**

### **Background**

This proposal grows out of a profound awareness of the central roles of women in national development processes and the creation of a modern society as well as a genuine concern for the low levels of educational attainment and socioeconomic well-being currently achieved by the vast majority of Eritrean women. It is grounded in the belief that the establishment of a center for gender research, studies, and resources at the University of Asmara is central to supporting the efforts of the nation in ensuring the full participation of women in processes of socioeconomic change, beginning with their roles in higher education.

### **Goal**

The goal of this proposal is to strengthen the University of Asmara's capacities in research, teaching, and generating knowledge to contribute to our understanding of gender-based issues and problems. Doing so will enable women in Eritrea to participate more fully in education as a basis for joining effectively in national development efforts and participating fully in the benefits of that process.

### **Purpose**

The purpose of this proposal is to establish a center for gender research, studies, and resources that will be a center of expertise and excellence regarding women's and gender issues, generating reliable data for national policy with a major focus on education. The center not only will serve the University of Asmara but will engage with the broad institutional network in Eritrea, and with the Eritrean policy, planning, and program arena while linking its knowledge and objectives with partner institutions in Africa and beyond.

### **Strategic Role**

The center will play a pivotal role in defining the critical issues, generating the required knowledge, and developing the information needed for strategic approaches to ensure women's involvement in the nation's development as full participants, as both contributors and beneficiaries. In doing so, the center will link knowledge generation to problem-solving through an interdisciplinary research model. As an interdisciplinary center with domestic linkages and international partnerships, it will establish priorities for research that bring into focus both national and global concerns about human development and capacity-building.

## OBJECTIVES

The center's strategic plan involves contributions to the following:

- **Research** that identifies critical gaps and needs regarding women and gender issues in Eritrea; establishes a gender database for Eritrea; and generates knowledge for policy analysis relevant to the Government of the State of Eritrea's macropolicy guidelines, the planning process, and program development.
- **Capacity-building** and mainstreaming gender within the university through an introductory course on gender, short and long-term gender training for faculty, small grants to integrate gender in teaching and research, and a gender awareness program for faculty and students.
- Improving **enrollment, participation, and performance** of female students through leadership training, counseling, and a mentoring program. The latter will target middle-school and secondary-school female students.
- **Outreach and networking** activities that link the center with other institutions in Eritrea and in other countries within Africa and beyond, including faculty and student exchanges and establishment of a Web site.
- Acquisition of **resources** on gender for research and teaching, including books, journals, videos, and other materials.

## Office, Staffing, and Governance

Initially, the center will require a four-room office and a three-person staff. It will be governed by a steering committee as appropriate to the university structure and assisted by an advisory committee from linkage institutions and organizations.

## Outputs

- A core staff and fully functioning office,
- An introductory course on gender roles and relations,
- One or more faculty trained on gender issues,
- Eighty faculty who have participated in a short course on using gender as an analytical tool in teaching and/or research,
- Four postgraduates trained through short courses,
- Two postgraduates with master's degrees in gender studies and development,
- A research audit and database,
- A program of gender awareness for new university students,
- A leadership training program for university women,
- A mentoring program for selected primary and secondary schools,



- Staff at the National Union of Eritrean Youth and Students (NUEYS) and the National Union of Eritrean Women (NUEW) who have participated in a training-of-trainers session on gender,
- Commissioned research undertaken and published on four gender-related topics,
- A small-grants program enabling five or more faculty to integrate gender into their teaching and research,
- Established linkages and partnerships with other institutions,
- A fully functioning resource center with materials available to the interested public, and
- A newsletter, Web site, and informal connections with a variety of centers and institutions.

## **Impacts**

Program outcomes and impacts will hinge on changes of attitudes and transformation at social, individual, and institutional levels, all of which are long-term. It is within this framework that the following changes are anticipated:

- Faculty with an increasingly broad base of gender awareness,
- Curricular changes to incorporate gender in several university courses,
- Institutional changes within the university reflecting sensitivity and responsiveness to gender,
- Recognition and general support of mentoring programs by the Ministry of Education,
- Receptiveness to and demand for mentoring programs by schools, and
- Increased use of center research results by policymakers and planners, ultimately resulting in more gender-responsive policies and programs.

## **Work Plan**

The work plan is detailed on pages 16 through 18 for years one through five.

## **Monitoring and Evaluation**

The steering committee and advisory committee will oversee and participate in processes of monitoring and evaluation that include development of baselines and indicators, annual review, a midterm assessment at the end of three years, and a full evaluation at the end of five years.

## **Budget**

Funding will be sought from a variety of partners, both bilateral and multilateral, as well as nongovernmental organizations working in the area of women's empowerment and capacity-building. The total budget for the five-year period is \$750,155 excluding staff salaries, recurring office maintenance, and overhead.

**Annexes**

The annexes to this proposal include information on individuals and groups consulted in preparing this proposal, educational data for Eritrea, lists of potential partner institutions, possible funding sources, sources of information and resources, equipment required for an office, job descriptions for the center, budgetary estimates, and additional financial information required.

## INTRODUCTION

Eritrea is Africa's youngest nation. The Eritrean People's Liberation Front (EPLF) won a resounding victory over Ethiopia in 1991, and the nation was formally established by an internationally supervised referendum in April 1993. Marginalized by several Ethiopian governments and decimated by 30 years of warfare, Eritrea must meet the challenges of poverty and the devastating consequences of a long-term war, including loss of life, direct war damage, loss of agricultural output, declines in private-sector activity and exports, as well as deportation, internal displacement, and mobilization. In addition, there are the limitations of the nation's infrastructure, a shortage of skilled manpower, inadequate manufacturing capacity, and rudimentary technological capabilities.

### **Eritrea's Educational, Economic, and Social Indicators**

With a gross domestic product of about US\$200 per person, Eritrea is one of the poorest countries in the world, and this situation is exacerbated not only by the most recent conflict with Ethiopia (1998 to 2000) but also by three years of drought, which have reduced agricultural output substantially and increased dependence on humanitarian aid substantially (State of Eritrea, 2001). While there are encouraging trends in health and nutrition indicators, figures for life expectancy (50 years), child malnutrition (44 percent), infant mortality, and child mortality remain far too high. Maternal mortality, at 1,000 deaths per 100,000 live births, is among the highest in the world (State of Eritrea, 2001). Girls represent nearly half the elementary-school-age children enrolled in school, but at the middle-school and secondary-levels, female enrollments drop to below 15 percent. Indeed, this has been a cause for concern on the part of University of Asmara faculty and administrators, who, for several years, have sought explanations for the poor enrollments and high rates of attrition among Eritrean girls.

### **Human Development in Eritrea**

According to the Transitional Economic Growth and Poverty Reduction Strategy, 2001–2002 (State of Eritrea, 2001:51), "The greatest challenge Eritrea faces in generating growth and development is upgrading the skills, knowledge, health and well-being of its people so that they can reach their potential and fully participate in creating a modern economy and society." Indeed, this document further specifies that the government is fully committed to raising the status of women; ensuring their full participation in political, economic, and social processes; and eliminating the disadvantages many experience. Among the most important measures the government is taking to promote women's full participation in society is improving their access to education and productive assets.

## **Origins of This Proposal for a Center for Gender Research, Studies, and Resources at the University of Asmara**

This proposal grows out of a profound awareness of the central roles of women in national development processes and in the creation of a modern society, as well as a profound concern for the low levels of educational attainment and socioeconomic well-being currently achieved by the vast majority of Eritrean women. The proposal is grounded in the belief that the establishment of a center for gender research, studies, and resources at the University of Asmara is central to supporting the efforts of the nation in ensuring the full participation of women in processes of socioeconomic change, beginning with their roles in higher education. The proposal is based on consultations with faculty at leading university-based centers for gender studies in Kenya and Tanzania. It draws widely on expertise in Eritrea from the university and from a variety of government institutions, United Nations agencies, and nongovernmental organizations, all of which are focusing on development problems and gender issues (see Annex 1). The knowledge of these individuals has been central to the formulation of the recommendations that follow.

Widespread support for the aforementioned center has been apparent among those individuals and organizations interviewed. Above all, Eritrea's commitment to human capacity-building, including that of Eritrean women, must be based upon sound research, expert teaching, and relevant policy analysis. This is the fundamental role envisioned for a center for gender research, studies, and resources at the University of Asmara.

### **GOAL**

The goal of this proposal is to strengthen the University of Asmara's capacities in research, teaching, and generating knowledge to contribute to our understanding of gender-based issues and problems. Doing so will enable women in Eritrea to participate more fully in education as a basis for joining effectively in national development efforts and participating fully in the benefits of that process.

### **PURPOSE**

The purpose of this proposal is to establish a center for gender research, studies, and resources at the University of Asmara that will be a source of expertise and excellence regarding women's and gender issues, generating reliable data for national policy with a major focus on education. The center will not only serve the University of Asmara, but will engage with the broad institutional network in Eritrea, and within the Eritrean policy, planning, and program arena, while linking its knowledge and objectives with partner institutions in Africa and beyond.

## **RATIONALE FOR A CENTER FOR GENDER RESEARCH, STUDIES, AND RESOURCES**

A compelling rationale for the establishment of a center for gender research, studies, and resources draws on economic, social, and educational indicators mounting over the past half century in not only Eritrea but the rest of the world, as well.

### **Evidence from Eritrea**

Evidence documenting the importance of educating women has been presented most recently in an International Monetary Fund (IMF) working paper on education in Eritrea (International Monetary Fund, 2001). It reveals that persistent gender inequalities in education are likely to endanger achievement of Eritrea's goal of poverty eradication through a loss of female social benefits. Within Eritrea, higher female education levels are associated with lower fertility rates, better nutritional status of children, lower prevalence of genital mutilation, and increased use of family planning and attention to AIDS prevention. These improvements are even better for girls who have attained secondary education. The correlation between level of education and level of health and socioeconomic well-being clearly underlines the importance of stepping up efforts to increase female school enrollment and completion rates while maintaining the quality and appropriateness of education (IMF, 2001).

Evidence from around the world indicates that neglecting human capital investment affects long-term rates of growth and endangers poverty alleviation (IMF, 2001).

- Educated women have fewer, healthier, and better-educated children.
- Educated women are informed about how to become and stay healthy and have lower maternal mortality rates and lower rates of HIV/AIDS infection.
- Educated women are in a better position to receive paid employment in the formal sector, which is crucial for the survival of female-headed households.
- Widening inequality between male and female education is likely to impose direct costs on productivity and growth by hindering the accumulation of human capital and through the inefficient allocation of resources within households and higher fertility rates.

The literature clearly reveals that female schooling generates substantial long-term social gains: countries with large gender gaps are likely to end up in a perpetual cycle of low per-capita incomes, high fertility, and little human capital investment (Galor and Weil, 1996).

## **Commitment of the Government of the State of Eritrea**

The commitment expressed by the Government of the State of Eritrea to support education is situated within the aforementioned social and economic frameworks. The country's macropolicy (State of Eritrea, 1994) commits itself to gradually make available universal primary education up to seven years, in addition to continuing education through formal and informal channels in order to achieve higher literacy rates and enhanced competence. The government's commitment to women is further delineated in the "Economic Growth and Poverty Reduction Strategy" (2001) which specifies, "Because of the important role women play in the society and economy of Eritrea, the government is fully committed to raising their status, ensuring their full participation in political, economic and social processes and eliminating the disadvantages many experience . . . ."

## **Today's Reality**

The difficult reality in Eritrea is that despite the commitment by the government, female enrollment and participation at all levels of education have remained low and have even declined during the past 10 years (see Annex 2). This stagnation and decline are to a large extent explained by the challenges of economic reconstruction since 1991 and the 1998–2000 war with Ethiopia, which diverted both resources and attention to national security. This explanation, however, is no reason for inaction in 2002. One of the compelling reasons for establishing a center that will support research, gender studies, and advocacy is the need to increase enrollment and completion rates for girls at all levels of education within Eritrea to correct current male–female imbalances. This is further supported by growing evidence of a positive correlation between the achieved level of female education (both primary and secondary) and the percentage of women with employment, as well as their contribution to overall economic development.

## **Strategic Role of the Center within the University**

No nation moves forward without ensuring that women are fully educated, effective, participatory members of its society. With approximately 20 percent female literacy and women representing only 13 percent of the nation's undergraduate university population, Eritrea has a lot of work to do to strengthen and develop its human resources, clearly the nation's most valuable asset. The university has leadership responsibilities in shaping this process, and the center must play a pivotal role in defining the critical issues, generating the required knowledge, and developing information for strategic approaches to ensure women's involvement in the nation's development as full participants, as both contributors and beneficiaries. As part of this process, the proposed center will link knowledge generation to problem-solving through an interdisciplinary research model. Further, the center will offer valuable expertise, assets, and resources to linkage institutions such as the Ministry of Education, the National Union of Eritrean Women, and the National Union of Eritrean Youth and Students. As an interdisciplinary center with domestic linkages and international partnerships, it will establish priorities for research on gender issues—and on Eritrean

women specifically—that bring into focus both national and global concerns about human development and capacity-building.

## **OBJECTIVES OF THE CENTER**

### **Research**

- To develop a research agenda that identifies critical gaps and needs regarding women and gender issues in Eritrea, and facilitates and carries out research pertaining to these issues;
- To develop a national database on gender in Eritrea;
- To generate knowledge for policy analysis and advocacy relevant to the Government of the State of Eritrea's macropolicy guidelines, the planning process, and programming;
- To develop and maintain a database on gender research and eventually provide a coordinating role for gender-based research;
- To share the results of research through varied formats, including an occasional-paper series, publication in journals, presentations at professional meetings, participation in workshops, and invited lectures; and
- To provide opportunities for faculty and students to carry out research with linkage institutions and partner organizations.

### **Capacity-Building and Mainstreaming Gender within the University**

- To build the capacities of the faculty in gender research and teaching;
- To provide an introductory course on gender open to all students;
- To mainstream gender within the university and provide support for mainstreaming in related institutions;
- To provide short- and long-term gender training for faculty; and
- To establish a gender awareness program in the orientation of first-year students.

## **Improving the Enrollment, Participation, and Performance of Female Students**

- To provide a forum for analysis and program initiatives related to female enrollment and retention;
- To provide leadership training for female students at the university that will strengthen their confidence and self-esteem and increase their participation in university activities;
- To establish a program with both female and male university students to work in selected primary and secondary schools as role models and mentors; and
- To provide guidance and counseling to women students as needed.

## **Outreach and Networking Activities**

- To establish relationships with linkage institutions, particularly the Ministry of Education, the National Union of Eritrean Women (NUEW), and the National Union of Eritrean Youth and Students (NUEYS);
- To establish partnerships with two or more institutions engaged in similar work in Africa and beyond and develop faculty and student exchanges with those institutions;
- To build relationships with other institutions by sharing information, including newsletters and other publications, which would become part of the resource center;
- To establish a Web site for the center and access to the Internet;
- To establish linkages with colleagues at related institutions in other countries through e-mail and participation in various international fora;
- To prepare a semi-annual newsletter with information about the research and other activities of the center; and
- To facilitate and add the university to the “voice” of those concerned about gender issues in Eritrea and in the international arena.

## **Resources and Materials**

- To provide the necessary tools and resources for conducting research, building expertise at the university, teaching an undergraduate course on gender, and offering gender training both within and outside the university in a variety of situations;
- To acquire resource materials, including books, journals, working papers, occasional papers, reports, and other publications relevant to the center’s work; and



- To acquire videos, films, and other audiovisual materials, which will be made available to interested users.

## **ESTABLISHMENT OF THE CENTER**

### **Space**

The center will require a minimum of four rooms. There should be one large room that can be used for meetings and workshops and that can house some of the center's books and other resources. A second room will provide office space for a center staff assistant and include files and some resource materials. A third room will be for research purposes and serve as the office of the postgraduates, visiting faculty, interns, or research assistants. The fourth room will be the office of the center's faculty director or coordinator. The university has land on which a center could be constructed with support from a partner. The authors recommend either a prefab or possibly a brick building. (The estimate in the budget given is for a prefab building.)

### **Governance**

The center will be part of the university and, as much as possible, will use university systems. Two possible structures are noted below, a steering committee and an advisory committee.

**Steering Committee.** If a steering committee is appointed, it will consist of members of the university's faculty and any other people commonly represented on the university's other steering committees, such as members of the linkage institutions (the Ministry of Education, NUEW, and NUEYS), as well as the director of the center. The recommended size for the committee is 10 to 12 members. It is suggested that members of the committee have term appointments and be selected by the different faculties according to university procedures. Criteria for selection should include interest in serving on the committee and availability to give the requisite time to help establish the center.

**Advisory Committee.** The authors recommend an advisory committee comprising members of organizations in Eritrea that are carrying out programs, research, and training related to women and gender issues. Service on the advisory committee would be by invitation of the steering committee, and would also be extended to external organizations working in the areas of women and gender issues, such as United Nations agencies. An advisory committee of 10 to 15 members could assist with defining the center's research agenda, facilitate linkages between members' organizations and the center, host student internships, and, in general, lend its expertise to help the center fulfill its mission. Membership on the advisory committee would be for a three-year, renewable term.

## **Staffing**

Initially, the center will require a three-person staff including a faculty director, an administrative/secretarial officer, and a postgraduate researcher. The director will be fully engaged with the center but will be a faculty member of the university. The administrator of the center and the postgrad research assistant will also be full-time employees of the center. Over the first several years, this staff would grow to include faculty and interns from partner institutions, additional postgrads as funding permits, and University of Asmara faculty associated with the center through research grants and teaching and/or training activities.

## **Equipment**

Equipment required by the center includes the following:

- Three desktop computers,
- Two laptop computers with an LCD projector for presentations,
- Two printers (one with a scanner and a fax machine),
- Two photocopy machines,
- One VCR,
- One telephone line with e-mail connection, and
- Basic office furniture: four desks with chairs, file cabinets, shelves, and a seminar table with chairs to accommodate 30 people.

## **Launching of the Initiative**

The center will be launched as soon as space and funding for it can be found. It is hoped that it will be under way no later than December 2002.

## **ACTIVITIES AND PROGRAM**

### **Research**

Gender shapes the opportunities and constraints women and men face in securing viable livelihoods and strong communities across cultural, political, economic, and ecological settings. As 2001 economics Nobel laureate Amartya Sen (1990, 2000) states, “The systematically inferior position of women inside and outside the household in many societies points to the necessity of treating gender as a force of its own in development analysis.” Although the relative deprivation of women vis-à-vis men varies around the world according to specific context, this fact does not diminish the importance of gender as an analytical tool.

- **Research Audit.** As a first step in establishing its research agenda, the center will commission a research “audit” in regard to gender issues and women’s roles in Eritrea, focusing particularly on education, health, economics, and psychosocial dimensions of development. This audit will be conducted by the postgraduate researcher employed by the center. It will provide the starting point for the designation of needs and gaps in knowledge on this topic. It will also provide the basis for beginning acquisition of materials for the resource center.
- **Database.** In year one, the center will establish a database on gender research pertaining to women and gender issues in Eritrea. This will prove to be an invaluable asset to students at the University of Asmara, to faculty, to colleagues in partner institutions, and to scholars at other institutions abroad. The authors anticipate that the database and the center’s Web site could be established by an intern from a partner institution spending several months at the university.
- **Agenda-Setting Research Workshop and Commissioned Research.** During the first year, the center will host a two-day workshop involving members of the steering committee and the advisory committee. The purpose of this workshop will be to review the research audit and, using it as a guideline, to develop a prioritized research agenda for the center. Selections will be approved by the university’s research committee. This agenda will then be the basis for commissioned research during years two, three, and four. There are many relevant topics that could be designated by the members of the workshop. Among appropriate topics for which research questions could be designed are the following:
  - Analysis of the underlying causes of regional, socioeconomic, urban–rural, and highland-versus-lowland differences in female enrollment at secondary and tertiary levels of education.
  - Analysis of the underlying causes of female attrition rates between primary and secondary school and analysis of various policy alternatives to address the problem.
  - An analysis of success stories—women who have completed university and are professionally engaged—and the factors contributing to their successes.
  - The gendered impacts of demobilization and the varied coping strategies of men and women.
  - An analysis of institutional gender issues and constraints to women’s advancement in the university, the ministries, and other organizations.
- **Research Assistant Internship Program.** The center will develop a research assistant program to link seniors and postgrads with research interests and needs to Eritrean linkage institutions and nongovernmental organizations working in the country. This will enable such organizations to gain expertise in generating information and analyzing issues and in

monitoring and evaluating ongoing programs. Additionally, it will provide participating students with invaluable research and organizational experience.

- **Papers and Publications.** All research completed by the center will be made available to the public through published papers, workshops, lectures, and other fora. In particular, research with macropolicy implications should be accessible to the appropriate governmental institutions in order to inform policy and planning decisions and should be posted on the center's Web site.

## Capacity-Building and Mainstreaming Gender within the University

One of the main objectives of the center is to mainstream gender within the university. Gender mainstreaming ensures that gender becomes part of all institutional operations, including the curriculum and its programs. This is a long process that could take years and therefore should be phased in ways that ensure effectiveness. The starting point of this process is building relevant gender-related capacities. The capacities will include strengthening the gender awareness of faculty and other institutional bodies, such as research committees. Gender awareness is meant to create some understanding and appreciation of gender as an important variable in research and development. This awareness often triggers further interest in research and knowledge-building. This component of capacity-building will include the following activities:

- **Training of Selected Faculty Members.** Faculty members will be offered training on the relevance of gender to their own disciplines and to the national policy framework (two weeks, split into two one-week workshops). This activity will bring together 20 members of different faculties. The workshops will be held once a year for the first four years of the center's existence and will focus on the following:
  - ***Week one: Gender awareness and methods and tools of analysis.*** The first workshop will cover gender concepts, relevance to different disciplines, and methods and tools of analysis. As a background, sectoral gender-disaggregated data for Eritrea will be presented and discussed at length. At the end of the week, the participants will develop tasks/assignments related to gender.
  - ***Week two: Sharing of results of assignments and development of plans of gender mainstreaming in research and/or teaching.*** The second workshop will be held at least one month after the first, in order to allow participants to complete their assignments, but early enough to sustain participant interest. The participants will share their results, analyze relevant gender issues and lessons from their assignments, and get the faculty to plan how to begin to integrate gender into research and teaching.
- **Gender-Mainstreaming Small-Grants Program.** In order to sustain their interest and develop their skills in gender mainstreaming, faculty members will be encouraged to develop small proposals for funding to enable them to integrate gender in their research

and teaching. These grants will be competitive, but faculty members will be assisted in the development of the proposals to ensure wide participation.

- **Development of an Introductory Course.** Development of an introductory course on gender and development is considered one strategic way of creating a major impact in the area of gender. It is recommended that the gender course be open to all students, in order to give them a new perspective on the social, economic, and political aspects of development. Students who complete this course are likely to become conscious of gender dimensions in their work and thus create widespread impact in diverse disciplines and activities. The course would require approval by the faculty senate to become part of the curriculum.
- **Gender Awareness Orientation Program for Male and Female First-Year Students.** This program is intended to encourage understanding and respect between male and female students to foster support and cooperation between them, especially in academic work as well as more broadly in the university. This activity is considered necessary to address some of the concerns expressed by female students who feel unsupported by their male counterparts. In recognition of heavy teaching and administrative workloads, the course will be broken into short sessions spread over the first month of reporting.

## **Improving the Performance of Female Students**

The low school enrollment and completion rates for girls in Eritrea continue to be a source of concern, not only because the country's females are not developing their capabilities, but also because declining school participation is directly relevant to Eritrea's overall economic development.

Besides the small numbers of girls completing medium, secondary, and university levels of education, there are other concerns. Eritrea's current education system graduates girls and young women with low self-esteem and confidence who will not be fully able to assist the government in achieving its objective of developing a society full of "self-consciousness and self-motivation" to fight poverty, disease, and all attendant causes of backwardness and ignorance (State of Eritrea, 1994).

Discussions held with female students at the University of Asmara have revealed that the students lack self-esteem and confidence for a variety of reasons. Fundamental among them is the socialization process that molds girls to be submissive and silent on many fronts. It is difficult to expect these young women to act differently, particularly when they are in the minority on campus. These young women also feel somewhat frustrated by some of the negative comments directed at them by male students.

This activity aims to foster personal development among female university students and enable them to act as role models for girls in secondary school. Role modeling is supported by growing evidence that linking young, successful university women to girls at the primary or secondary level helps trigger interest and motivation among youths to move ahead with their education and become achievers. Discussions with high school girls who have been

mentored by male and female students from the Egerton University Center for Women's Studies and Gender Analysis, for example, have revealed high levels of confidence and an ambition to excel. The IMF (2001) study on education in Eritrea reveals a positive correlation between the presence of female teachers and higher female student enrollment in schools. Without role models in the form of women teachers or an opportunity to observe young women developing professions and careers, girls are insufficiently motivated to continue school beyond the elementary level. Specific activities under this component will include the following:

- **Leadership Training for Female Students.** A series of leadership training sessions will be offered to all female students in the University of Asmara. The agenda will include attention to such topics as self-esteem and confidence-building, public speaking, interactive learning, facilitation, and communication. Each workshop will have a maximum of 30 students. A minimum of four such sessions will be held in order to benefit female students in years two and above. Follow-up for these workshops will include scheduled “drop-in” discussions to be organized by the postgrad researcher along the lines of Egerton University’s highly successful “Coffee Connection.”
- **Mentoring Activities in Selected Schools (Primary Level [5-7] and Secondary Schools).** This activity will consist of organized visits to selected girls’ and mixed schools, particularly those in remote areas where enrollment and completion rates are low. In addition to confidence-building, work in mixed schools should begin to change the attitudes of boys toward girls. The visiting programs will be organized during those periods when schools are in session and university students have adequate time, in order to minimize disruption for both students and schools. School visits can be organized concurrently; it is anticipated that a minimum of 15 schools will be visited each year. The visits and talks could take a variety of forms. The university teams should establish some of the interests and concerns for girls in those schools so that subsequent talks and discussions focus on these topics. For issues that touch on parents and teachers, the students might seek assistance from faculty for direction.
- **Guidance and Counseling.** The center will provide some oversight for guidance and counseling services and will, as appropriate, offer these services to women students. These activities will supplement the leadership training and “Coffee Connection” activities in a more formal way and will deepen the capacities of the university to meet the needs and address the concerns of the women on campus.

## Outreach and Networking Activities

The center will be engaged in a variety of outreach and networking activities. Among them will be the following:

- **Linkage Institutions.** The center will establish a formal relationship with linkage institutions, particularly the Ministry of Education (MOE), NUEW, and NUEYS. This relationship will have several dimensions. First, representatives of the MOE, NUEW, and

NUEYS will serve on the center's steering committee or advisory committee. Thus, they will have an important role in helping define the center's agenda. Second, these governmental institutions will have the benefit of the center's research to guide policy and programming. Third, gender training sessions will be offered by the center to members of these institutions. Fourth, the institutions may have an opportunity to subcontract research to faculty and researchers associated with the center. Fifth, they may also "host" a research intern to assist with research of interest to the organization. Last, these institutions will have full access to the resources, papers, reports, and other materials of the center.

- **Partner Institutions.** The center will establish partnerships with two or more institutions engaged in similar work in Africa and beyond. Part of the process of preparing this proposal has involved visits to two such institutions, centers at Egerton University in Kenya and at the University of Dar es Salaam in Tanzania. The work of several other institutions also has been reviewed, and it is clear that the potential exists for extensive collaborative activity. In addition to Egerton University, the authors recommend that the center explore possible partnerships with Makerere University in Uganda, the University of Cape Town in South Africa, the Institute for Social Studies in the Netherlands, Copenhagen University in Denmark, and other relevant universities, such as Michigan State University or the University of Florida in the United States. The center may also wish to explore potential relationships with any relevant institutes or centers that already partner with the University of Asmara.
- **Faculty and Student Exchanges.** The center will develop faculty and student exchanges with partner institutions and others as opportunities arise. A faculty member from a partner institution will be invited to join the University of Asmara for a semester to teach an introductory course on gender. Topics will include theories of gender relations, gender as an analytical tool for policy analysis, and gender and development. A second faculty member (or perhaps the same person) will be invited to team-teach the introductory course with a University of Asmara faculty member. Additionally, four postgrads and one faculty member will have an opportunity to participate in short-term gender training abroad. Two postgrads will be sent abroad to pursue master's degrees, and one or more graduate interns will come from abroad to assist in establishing the center.
- **Information-Sharing and Collegial Relationships.** The center will build relationships with other institutions by sharing information, including newsletters and other publications from various organizations and institutions. These items will become part of the resource center. The center's staff will build links with colleagues at similar institutions in other countries through e-mail and participation in various international fora.
- **Web Site.** The center will establish a Web site using the skills of a visiting intern from a partner institution, who will then teach this skill to a postgrad associated with the center. (This intern will also establish the gender database for Eritrea.)

## Resources

- **Materials.** The center will build a collection of resource materials, including various books, journals, newsletters, and other publications as well as videos, films, and other materials. There are numerous publishing houses that specialize in women's issues and women and development, such as Westview Press, Kumarian Press, and Lynne Rienner. Organizations such as Oxfam UK produce a wide variety of development-related materials, including an excellent series on gender issues in development. Resources acquired by the center will be made available to interested users. It will also offer e-mail access to Web sites around the world.
- **Tools for Research and Training.** The center will endeavor to provide the necessary tools and resources for conducting research, teaching the undergraduate course on gender, building expertise in gender roles and relations at the university, and offering training both within and outside the university in a variety of situations.

## OUTPUTS, IMPACTS, AND SUSTAINABILITY

### Outputs

At the end of five years, the following deliverables will be in place:

- A core staff and fully functioning office,
- An introductory course in gender roles and relations,
- One or more faculty trained in gender issues,
- Eighty faculty who have participated in a short course on using gender as an analytical tool in teaching or research,
- Four postgraduates trained through short courses,
- Two postgrads with masters' degrees in gender studies and development,
- A research audit and database,
- A program of gender awareness for new university students,
- A leadership training program for university women,
- A mentoring program for selected primary and secondary schools,
- Staff at NUEYS and NUEW who have participated in a training-of-trainers session on gender,
- Commissioned research undertaken and disseminated on four gender-related topics,
- A small-grants program enabling five or more faculty to integrate gender into their teaching and research,
- Established linkages and partnerships with other institutions,
- A fully functioning resource center with materials available to the interested public, and
- A newsletter, Web site, and informal connections with a variety of centers and institutions.



## Impacts

Program outcomes and impacts will hinge on a change of attitudes and transformation at social, individual, and institutional levels, all of which are long-term. It is within this framework that the following changes are anticipated:

- Faculty with an increasingly broad base of gender awareness,
- Curricular changes to incorporate gender in several university courses,
- Institutional changes within the university reflecting sensitivity and responsiveness to gender,
- Recognition and general support of mentoring programs by the relevant ministries, organizations, and institutions,
- Receptiveness to and demand for mentoring programs by schools, and
- Increased use of center research results by policymakers and planners, ultimately resulting in more gender-responsive policies and programs.

## Sustainability

One-time, start-up funds will be necessary to establish the office. During the first five years, specific activities and programs will be linked to research grants and outside support or partnership and linkage arrangements. During that time, salaries, resources, and activities will be funded through external funds. At the end of that time, teaching and training activities will be undertaken by trained associates of the university and related institutions. (Some of these activities could generate funds for the center.) Research, however, will continue to need external funding through scholarly organizations and commissioned research appropriate to the center's mission. In the fifth year, the center's work will be reviewed and its strategic plan rethought. From the sixth year on, it is expected that the university will support the core staff of the center. Funds will be requested from partners for specific activities; several of the center's activities should generate their own funding through training and commissioned research.

## MONITORING AND EVALUATION

Some very simple monitoring procedures should be put into place when the program is launched to allow for baseline data, which will be useful for the midterm assessment and fifth-year evaluation. These procedures should include:

- A short questionnaire to be administered to incoming university female students to capture levels of confidence and self-esteem before and after they undergo leadership training. This would be supplemented by qualitative data.
- Up-to-date educational statistics on enrollments and attrition rates at the time the program is launched.

- Acquisition of female enrollment and completion figures for the schools in which the mentoring program is to be established.

The authors recommend an evaluation procedure comprising three phases:

1. An annual review and planning meeting that involves the steering and advisory committees in years one, two, and four.
2. A midterm assessment at the end of the third year so that efforts can be assessed against expected outcomes and any needed redirection of the program can take place.
3. A full evaluation of the center's functioning and activities toward the end of the fifth year. This evaluation should lead to a review of the center's strategic plan by the university, linkage institutions, and the steering and advisory committees.

## **WORK PLAN**

### **Year One:**

- Establish the office, including construction and equipment;
- Establish the system of governance, including a steering committee and an advisory committee;
- Establish and clarify relations with linkage institutions, including the Ministry of Education, NUEW, and NUEYS;
- Conduct a gender training workshop for faculty members (two weeks);
- Conduct the research audit, convene the workshop, and establish a research agenda;
- Establish the database for gender in Eritrea and a Web site for the center;
- Have the center's director visit relevant partner institutions;
- Begin collecting appropriate resource materials;
- Begin outreach and networking activities;
- Introduce a gender awareness component to the orientation program for new university students;
- Stage the center's official launching; and
- Conduct an annual review.

### **Year Two:**

- Commission research on two topics relevant to gender issues in Eritrea, and publish and circulate the resulting papers;
- Arrange for exchange faculty from a partner university to teach an introductory course on gender;
- Conduct a second gender training workshop for faculty members;
- Conduct a training-of-trainers session for NUEYS and NUEW members and selected postgraduates;

- Launch a program to improve the performance of female students, which will include leadership training and a pilot program in selected secondary schools;
- Begin a research internship program;
- Send one faculty member and one postgrad abroad for a short-term course on gender training;
- Establish a small-grants program to support faculty in revising courses to incorporate gender;
- Continue networking and collecting resources;
- Conduct a gender awareness orientation course; and
- Conduct an annual review.

### **Year Three:**

- Offer a gender course approved by the faculty senate and team-taught by one faculty member from a partner university and one faculty member from the University of Asmara;
- Send two postgrads abroad for master's degree courses in gender;
- Continue the research internship program;
- Continue the female student participation and performance program;
- Continue the small-grants program for revising courses to incorporate gender;
- Continue networking and collecting resources;
- Commission research on a third relevant topic;
- Facilitate a gender training course offered by NUEYS and NUEW trainers;
- Conduct a gender awareness orientation course;
- Conduct a third gender training workshop for faculty members; and
- Conduct a midterm evaluation.

### **Year Four:**

- Send a postgrad abroad for short-course training;
- Offer an introductory gender course taught by a University of Asmara faculty member;
- Continue exchanges in the region;
- Commission research on a fourth relevant topic;
- Continue the internship program;
- Continue the student participation and performance program;
- Conduct the fourth gender training workshop for faculty;
- Continue the small-grants program for carrying out research and revising courses to incorporate gender;
- Continue networking and collecting resources;
- Conduct another gender awareness orientation course; and
- Conduct an annual review.

**Year Five:**

- Continue with the ongoing program as identified above.
- Conduct an evaluation of the center's activities to date.
- Review the center's strategic plan. Reviewers should include the University of Asmara, linkage institutions, and the steering and advisory committees.

**BUDGET**

| <b>Center for Gender Research, Studies, and Resources</b>       |                           |                 |
|---|---------------------------|-----------------|
| <b>Detailed Budget Analysis for Five Years</b>                  |                           |                 |
| <b><i>Establishment of the Center</i></b>                       | <b>Cost</b>               |                 |
| Construction of a prefab building                               | \$100,000                 |                 |
| Procurement of equipment and shipping                           | \$47,840                  |                 |
| Furniture   | \$15,000                  |                 |
| Launching the center  | \$500                     |                 |
| Subtotal  | \$163,340                 |                 |
| <b>Director's Visits to Relevant Institutions</b>               |                           |                 |
| <b><i>Europe</i></b>  |                           |                 |
| Travel—Two weeks  | \$2,000                   |                 |
| Per diem  | \$2,100                   |                 |
| Incidentals   | \$200                     |                 |
| <b><i>Africa</i></b>  |                           |                 |
| Travel—Two weeks  | \$2,000                   |                 |
| Per diem  | \$2,100                   |                 |
| Incidentals   | \$200                     |                 |
| <b><i>Subtotal for Europe and Africa</i></b>                    | <b>\$8,600</b>            |                 |
| <b>Other Activities</b>   |                           |                 |
| <b><i>Research</i></b>  |                           |                 |
| Commissioned research (four research assignments in four years) | \$25,000                  | \$100,000       |
| Research agenda-setting workshop                                |                           | \$1,350         |
|   |                           | \$101,350       |
| <b><i>Database and Web Site Development</i></b>                 | Assistance from partners  |                 |
| <b><i>Gender Mainstreaming in Faculties—Four Grants</i></b>     | <b>\$10,000 per grant</b> | <b>\$40,000</b> |

|  |                           |                  |
|--|---------------------------|------------------|
| <b>Capacity-Building</b>   |                           |                  |
| <b><i>Gender Training—20 Faculty per Year for Four Years</i></b>       |                           |                  |
| Facilitator—local consultant   | \$200/day for 15 days     | \$3,000          |
| Facilitator—international consulting fees                              | \$350/day for 15 days     | \$5,250          |
| Travel—international facilitator                                       | \$2,000/trip (two trips)  | \$4,000          |
| Per diem—international facilitator                                     | \$125/day for 15 days     | \$1,875          |
| Lunches and teas   | \$150/day for 10 days     | \$1,500          |
| Space  | \$125/day for 10 days     | \$1,250          |
| Per diem for participants  | \$14/per day for 10 days  | \$2,800          |
| Training materials—handouts, flipcharts, notebooks, markers, etc.      | \$40/person for 25 people | \$1,000          |
| Incidentals  |                           | \$200            |
|  | <b>\$20,875</b>           | <b>\$83,500</b>  |
| <b>Training</b>  |                           |                  |
| <b><i>Gender Short Courses—Four Postgrads and One Faculty</i></b>      |                           |                  |
| Travel   | \$3,500                   | \$17,500         |
| Tuition  | \$3,000                   | \$15,000         |
| Stipend and materials  | \$5,000                   | \$25,000         |
|  | <b>\$11,500</b>           | <b>\$57,500</b>  |
| <b><i>M.A.—Two Postgrads</i></b>                                       |                           |                  |
| Travel   | \$3,500                   | \$7,000          |
| Tuition  | \$30,000                  | \$60,000         |
| Living allowance   | \$30,000                  | \$60,000         |
|  | <b>\$63,500</b>           | <b>\$127,000</b> |
| <b><i>Visiting Faculty</i></b>   |                           |                  |
| Travel and living expenses   | Partner institution       |                  |
| <b><i>Development of Gender Course—Faculty Release Time</i></b>        |                           |                  |
| Gender awareness orientation—four years                                | Director's responsibility |                  |
| Orientation for first month—three hours per week for four weeks        |                           |                  |
| <b><i>Training-of-Trainers in Linkage Institutions—NUEW, NUEYS</i></b> |                           |                  |
| Two facilitators for 10 days each (preparation and report)             | \$200/day/person          | \$4,000          |
| Space  | \$125/a day for five days | \$625            |
| Lunches and teas   | \$150/day for five days   | \$750            |
| Per diem   | \$14*25*5                 | \$1,750          |
| Materials  | \$40/person for 25 people | \$1,000          |
| Incidentals  |                           | \$200            |
|  |                           | <b>\$8,325</b>   |

|  |                                    |                  |
|--|------------------------------------|------------------|
| <b><i>Female Enrollment and Performance—Each Year for Four Years</i></b> |                                    |                  |
| Leadership training for female students                                  | Director's responsibility          |                  |
| Regular discussions; postgrad to facilitate                              | Postgraduate                       |                  |
| Mentoring to middle and secondary schools                                |                                    |                  |
| a. Preparations  | Director's responsibility          |                  |
| b. Travel—three trips per year (15 schs.)                                | \$200/day for 12 days              | \$9,600          |
| c. Per diem for eight students and one driver                            | \$14*9 students and driver*12 days | \$6,048          |
| d. Honoraria for students  | \$7*8 students*12 days             | \$2,688          |
| <b>Subtotal</b>  | <b>4,584 (x four years)</b>        | <b>\$18,336</b>  |
| <b><i>Resources</i></b> (books, journals, etc.)                          |                                    | \$100,000        |
| <b>Subtotal</b>  |                                    | <b>\$100,000</b> |
| <b><i>Monitoring and Evaluation</i></b>                                  |                                    |                  |
| Annual reviews   | \$825                              | \$2,475          |
| Midterm review   |                                    | \$2,900          |
| Five-year evaluation   |                                    | \$13,075         |
|  |                                    | <b>\$18,450</b>  |
| <b><i>Staffing for Five Years—University Contribution</i></b>            |                                    |                  |
| Director/coordinator, half-time  |                                    |                  |
| Center administrator   |                                    |                  |
| Postgraduate research assistant  |                                    |                  |
| <b>Program and Staffing Total</b>  |                                    |                  |
| Recurring expenditure for center maintenance                             |                                    |                  |
| University overhead (?)  |                                    |                  |
| <b>Grand Total (without staff, overhead)</b>                             |                                    | <b>\$726,401</b> |

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**ANNEX 1**

**INDIVIDUALS CONSULTED FOR NEEDS ASSESSMENT**



## **INDIVIDUALS CONSULTED FOR NEEDS ASSESSMENT**

**Individuals consulted as part of the data-gathering and needs assessment in regard to the establishment of a center for gender research, studies, and resources at the University of Asmara:**

**JUNE 13–27, 2002**

### **Seminar Participants at Workshop Hosted by the Embassy of The Netherlands**

|                           |   |
|---------------------------|---|
| Ms. Lia Fessahaie         | National Council for Eritrean Workers (NCEW)          |
| Ms. Claire Street         | IMC   |
| Dr. Luisa Brumera         | IMC   |
| Mrs. Senait Ogbazghi      | UNICEF  |
| Mr. Bruce Campbell        | UNFPA   |
| Ms. Aster Asghedom        | National Council for Eritrean Workers                 |
| Ms. Senait Mesfin         | Norwegian Church Aid                                  |
| Ms. Selamawit Kiflemariam | Norwegian Church Aid                                  |
| Ms. Jeannie Chamberlain   | Care International                                    |
| Mrs. Barbel Hofers        | UNICEF  |
| Mrs. Rita Mazzochi        | UNDP  |
| Ms. Liz Sime              | Care International                                    |
| Dr. Abraham Haile         | Family and Reproductive Health Association of Eritrea |
| Ms. Mahta Ogbai           | National Union of Eritrean Youth and Students         |
| Dr. Berhane Woldemichael  | Haben (Eritrean NGO)                                  |
| Ms. Bissirat Dessalegn    | Haben   |
| Mrs. Tsehainesh Tekle     | CPE   |
| Rosien Herweijer          | Netherlands, Gender Specialist                        |

### **Meetings and Individual Consultations in Eritrea**

Dr. Woldeab, President, University of Asmara  
 Tsegga Gaim, Head of Social Service and Rehabilitation Department, NUEW  
 Luul Fisshaye, NUEYS Secretariat  
 Dr. Syeda Akhtar, Professor and Dean, Faculty of Education, University of Asmara  
 Dr. Sister Letedingle, Faculty of Education  
 Ms. Elizabeth Sime, Team Leader, CARE International in Eritrea  
 Students associated with the University of Asmara and with NUEYS

**Consultations and Meetings in Kenya****Center for Women and Gender Analysis (CW&GA), Egerton University, Kenya****MORNING SESSION****Meeting with Egerton University Female Students League members, members of the first advisory committee, members of the current advisory board, and gender trainer.**

| <b><i>Names</i></b>      | <b><i>Designation</i></b> | <b><i>Department</i></b> |
|--------------------------|---------------------------|--------------------------|
| 1. Mrs. Sarah Mainye     | Gender Trainer            | Administration           |
| 2. Mr. Joash Kibet       | Board/Trainer             | AGED                     |
| 3. Mr. Chris Wanyama     | Board Member              | CTID                     |
| 4. Ms. Jackline Olouch   | League Chair              | BSc. Student             |
| 5. Dr. Rose Odhiambo     | Board Member              | Zoology                  |
| 6. Mr. Michael Chege     | Nyambura Cttee            | MSc. Student             |
| 7. Terry Theuri          | League Member             | FOND student             |
| 8. Peter Brooks          | League Member             | BA student               |
| 9. Michael Kisaka        | League Member             | BSc. Student             |
| 10. Simiyu Barasa        | Outreach Member           | BA                       |
| 11. Dr. Wanjiku Chiuri   | Board Member              | Dean LCC                 |
| 12. Milcah Mwangi        | League Official           | BSc.                     |
| 13. Mr. Edward Muchiri   | Board Member              | Engineering              |
| 14. Dr. A.G. Mwaro       | Board Member              | Faculty of Arts          |
| 15. Ms. Linda Thuma      | Board Member              | Student                  |
| 16. Dr. Catherine Kitetu | First Committee           | Languages & Linguistics  |
| 17. Ms. Lucy Okwisa      | League Member             | Hort. Student            |
| 18. Dr. Alice Kamau      | Director                  | CMRT                     |
| 19. Mr. Isaac ole Sopia  | Asst. Registrar           | CWS & GA                 |

**AFTERNOON SESSION****Outreach Services**

|                           |                                      |
|---------------------------|--------------------------------------|
| 20. Ms. Mary N. Kinyanjui | Kilimo High School (Form II Student) |
| 21. Mr. Dan Olilo         | Former Student                       |
| 22. Mr. Isaac Njoroge     | Headmaster, Ngano School             |
| 23. Two girls             | Ngano School                         |
| 24. One boy               | Ngano school                         |
| 25. Mrs. Auma             | Counseling Mistress, Menengai School |
| 26. Vicky Kang'ethe       | Community Link                       |
| 27. Ms. Lucy Okwisa       | Gender Violence activist             |
| 28. Mr. Victor Rurii      | Anti-FGM Activist                    |

### **Consultations and Meetings in Tanzania**

1. Dr. Bertha Koda, Chair, Gender Management Committee
2. Dr. Rose Shayo, Faculty, Institute for Development Studies
3. Prof. Marjorie Mbilinyi, University of Dar-es-Salaam
4. Tanzania Gender Networking Program (TGNP)-NGO



## **ANNEX 2**

### **SELECTED EDUCATIONAL STATISTICS FOR ERITREA**





## EDUCATIONAL STATISTICS

**Table 1: Share of Female Students in Government and Nongovernmental Schools, 1989–1990 to 1997–1998 (in percent)**

| Period                | School Year | Elementary |          | Middle Schools |           | Secondary Schools |           |
|-----------------------|-------------|------------|----------|----------------|-----------|-------------------|-----------|
|                       |             | Government | Nongov't | Government     | Non-gov't | Government        | Non-gov't |
| <b>Liberation war</b> | 198990      | 48.5%      | 52.9%    | 49.6%          | 50.0%     | 47.3%             | 54.3%     |
|                       | 199091      | 48.9       | 52.0     | 48.7           | 50.8      | 48.6              | 55.4      |
| <b>Independence</b>   | 1991–92     | 46.0%      | 54.1%    | 49.0%          | 49.3%     | 47.7%             | 52.6%     |
|                       | 1992–93     | 44.3       | 53.7     | 46.4           | 50.1      | 45.5              | 52.6      |
|                       | 1993–94     | 44.0       | 52.8     | 43.6           | 49.4      | 39.8              | 45.9      |
|                       | 1994–95     | 44.0       | 52.7     | 43.8           | 49.2      | 38.6              | 44.0      |
|                       | 1995–96     | 44.3       | 52.1     | 44.4           | 47.1      | 37.6              | 41.0      |
|                       | 1996–97     | 44.6       | 52.0     | 42.5           | 48.2      | 38.7              | 42.8      |
|                       | 1997–98     | 44.8       | 51.3     | 41.4           | 49.4      | 38.2              | 42.6      |

Source: International Monetary Fund, 2001, drawing on Eritrean authorities and authors' calculations. *The Gender Gap in Education in Eritrea in 1991-1998: Missed Opportunity?* P. 9.

**Table 2: Eritrea: Share of Female Teachers in Government Teachers and Nongovernmental Schools, 1989–1990 to 1997–1998 (In percent)**

| Period                | School Year | Elementary |          | Middle Schools |           | Secondary Schools |           |
|-----------------------|-------------|------------|----------|----------------|-----------|-------------------|-----------|
|                       |             | Government | Nongov't | Government     | Non-gov't | Government        | Non-gov't |
| <b>Liberation war</b> | 1989–90     | 48.3%      | 40.4%    | 15.3%          | 9.1%      | 11.3%             | 10.4%     |
|                       | 1990–91     | 47.6       | 39.7     | 16.2           | 8.3       | 10.5              | 9.1       |
| <b>Independence</b>   | 1991–92     | 38.0%      | 38.1%    | 14.0%          | 8.3%      | 8.9%              | 18.5%     |
|                       | 1992–93     | 37.2       | 37.0     | 17.5           | 14.3      | 10.6              | 6.3       |
|                       | 1993–94     | 35.7       | 33.2     | 16.4           | 3.7       | 10.5              | 2.7       |
|                       | 1994–95     | 35.5       | 34.3     | 16.6           | 4.0       | 10.5              | 3.0       |
|                       | 1995–96     | 34.5       | 35.9     | 16.9           | 10.6      | 10.5              | 5.4       |
|                       | 1996–97     | 36.1       | 36.4     | 19.1           | 5.2       | 12.4              | -----     |
|                       | 1997–98     | 32.2       | 35.5     | 15.5           | 8.3       | 11.6              | 14.0      |

Source: International Monetary Fund, 2001. P. 10.



**ANNEX 3**

**EQUIPMENT NEEDED FOR THE OFFICE**



## EQUIPMENT NEEDED FOR THE OFFICE

|  |                |
|--|----------------|
| 2 photocopiers                                   | \$24,000       |
| 3 desktop computers                              | 6,000          |
| 2 laptops with LCD project                       | 4,000          |
| 1 printer  | 1,000          |
| 1 printer, scanner, fax machine                  | 1,000          |
| VCR/DVD  | 500            |
| Overhead projector                               | 300            |
| Subtotal   | <hr/> \$36,800 |
| Add 30% for shipping from Dubai                  | \$11,040       |
| Total  | <hr/> \$47,840 |
| Basic office furniture (desks, chairs, cabinets) | <hr/> \$15,000 |
|  | <hr/> \$62,840 |
|  | -----          |



## **ANNEX 4**

### **SOURCES OF INFORMATION, NEWSLETTERS, BULLETINS, OCCASIONAL PAPERS, REPORTS, AND POLICY BRIEFINGS**





## SOME SOURCES OF INFORMATION, NEWSLETTERS, BULLETINS, OCCASIONAL PAPERS, REPORTS, AND POLICY BRIEFINGS

Center for Development and Population Activities (CEDPA) (women's empowerment)  
1400 16<sup>th</sup> Street, N.W.  
Washington, DC 20036  
USA  
Tel: 202-667-1142  
Fax: 202-332-4496  
\_ HYPERLINK "http://www.cedpa.org" [www.cedpa.org](http://www.cedpa.org)

CIDA/Development Information Centre  
200 Promenade du Portage  
Hull QC K1A 0G4  
Canada

Forum for African Women Educationalists (FAWE)  
12<sup>th</sup> Floor International House  
P. O. Box 53168  
Nairobi, Kenya  
Tel: 254-2-226590 or 330352  
Fax: 254-2-210709  
E-mail: \_ HYPERLINK "mailto:fawe@fawe.org" [fawe@fawe.org](mailto:fawe@fawe.org)\_  
Web site: \_ HYPERLINK "http://www.fawe.org" [www.fawe.org](http://www.fawe.org)\_

InterAction  
Public Affairs Office  
1717 Massachusetts Avenue, N.W., #801  
Washington, DC 20036  
USA  
Tel: 202-667-8227  
Fax: 202-667-8236  
e-mail: \_ HYPERLINK "mailto:publications@interaction.org" [publications@interaction.org](mailto:publications@interaction.org)\_  
\_ HYPERLINK "http://www.interaction.org" [www.interaction.org](http://www.interaction.org)\_

International Center for Research on Women (ICRW)  
1717 Massachusetts Avenue, N.W.  
Washington, DC 20036  
USA  
Tel: 202-797-0007  
Fax: 202-797-0020

International Council on Management of Population Programmes (ICOMP)

No. 534 Jalan Lima  
Taman Ampang Utama  
Jalan Ampang, 68000 Ampang  
Selangor, Malaysia  
Tel: (603) 42573234  
Fax: (603) 42560029  
e-mail: \_ HYPERLINK "mailto:popmgt@po.jaring.my" \_ [popmgt@po.jaring.my](mailto:popmgt@po.jaring.my)  
website: \_ HYPERLINK "http://www.icomp.org.my" \_ <http://www.icomp.org.my>

International Development Research Center (IDRC)

250 Albert Street  
Ottawa, Ontario K1G 3H9  
Canada  
Tel: 613-236-6163  
Fax: 613-567-7748

International Women's Health Coalition

25 East 21<sup>st</sup> Street  
New York, NY 10010-7200  
USA  
Tel: 212-979-8500  
Fax: 212-979-9009  
e-mail: [swood@iwhc.org](mailto:swood@iwhc.org)

Management Sciences for Health

165 Allandale Road  
Boston, Massachusetts 02130  
USA  
Tel: (617) 524-7799  
Fax: (617) 524-2825

Michigan State University (working paper series, bulletin on women and international development, policy briefs, and short reports)

202 Center for International Programs  
East Lansing, Michigan  
48824-1044  
USA  
Tel: 517-353-5040  
Fax: 517-432-4845355-4507  
e-mail: [wid@msu.edu](mailto:wid@msu.edu)  
[www.msu.edu/WID](http://www.msu.edu/WID)

National Women's Education Center of Japan (NVEC)  
728 Sugaya, Ranzan-machi  
Hikigun, Saitama 355-02  
Japan  
Tel: 0493-62-6711  
Fax: 0493-62-6721

Pathfinder International (information on population issues)  
9 Galen Street Suite 217  
Watertown Massachusetts 02472-4501  
USA  
e-mail: \_ HYPERLINK "mailto:information@pathfind.org" \_ [information@pathfind.org](mailto:information@pathfind.org)

Population Council  
One Dag Hammarskjold Plaza  
New York, NY 10017  
USA  
Tel: 212-339-0641  
Fax: 212-755-6052

UN World Food Programme  
Gender News  
Editor, Gender Unit  
Via Cesare Giulio Viola 68-70  
Parco de Medici, 00148  
Rome, Italy  
Tel: 39-06-6513-2221  
Fax: 39-06-6513-2817  
Web site: <http://www.wfp.org>

Wellesley Centers for Women  
Wellesley College  
106 Central Street  
Wellesley, MA 02481  
USA  
Tel: 781-283-2500  
Fax: 781-283-2504  
[www.wcwonline.org](http://www.wcwonline.org)

Women and Gender in Global Perspectives Program (publication called *Perspectives*)  
The University of Illinois at Urbana-Champaign  
320 International Studies Building  
910 South Fifth Street  
Champaign, Illinois 61820  
USA  
Tel: 217-333-1994  
Fax: 217-333-6270  
Web site: <http://www.ips.uiuc.edu/wggp/>

The World Bank  
Editor, Findings  
Africa Region, The World Bank  
1818 H Street, NW, Room J-5-055  
Washington, DC 20433  
USA  
e-mail: [pmohan@worldbank.org](mailto:pmohan@worldbank.org)

World Education (women's empowerment; girls' access to education)  
44 Farnsworth Street  
Boston Massachusetts 02210-9705  
USA  
Tel: (617) 482-9485  
Fax: (617) 482-0617  
[www.worlded.org](http://www.worlded.org)

**ANNEX 5**

**POTENTIAL PARTNER ORGANIZATIONS AND GENDER  
TRAINING INSTITUTIONS**



## **POTENTIAL PARTNER ORGANIZATIONS AND GENDER TRAINING INSTITUTIONS**

### **In Africa**

Center for Women Studies and Gender Analysis  
Egerton University  
Njoro, Kenya

Department of Women's and Gender Studies  
Makerere University  
Kampala, Uganda

Institute of Development Studies  
University of Dar es Salaam  
Dar es Salaam, Tanzania

African Gender Institute, University of Cape Town  
Private Bag Rondebosch 7701  
South Africa  
Tel: 27 21 650 2970  
e-mail: [agi@humanities.uct.ac.za](mailto:agi@humanities.uct.ac.za)

### **In Europe and the United Kingdom**

Gender and Development Training Center  
Wilhelminastraat 18  
Haarlem 2011VM  
Netherlands  
Tel: 331-23-5342149  
Fax: 31-23-5312481  
e-mail: [Gen.DTC@interNL.net](mailto:Gen.DTC@interNL.net)

International Agricultural Centre (IAC) (course on gender, organizational change,  
P.6700 AB Wageningen agriculture, and leadership)  
Netherlands  
Tel: 31 317 495 495  
Fax: 31 317 418 552  
e-mail: [training@IAC.AGRO.NL](mailto:training@IAC.AGRO.NL)

The Overseas Development Group (gender and development training at East  
The School of Development Studies Anglia or in host country)  
University of East Anglia  
Norwich NR 4 7TJ

United Kingdom  
Tel: 44 (0) 1603 456410  
Fax: 44 (0) 1603 505262  
e-mail: [odg.train@uea.ac.uk](mailto:odg.train@uea.ac.uk)  
[www.uea.ac.uk/menu/acad\\_depts/dev/odg/](http://www.uea.ac.uk/menu/acad_depts/dev/odg/)

Royal Tropical Institute (training workshop on women, gender, and development)  
Mauritskade 63  
1092 AD Amsterdam  
Netherlands  
Tel: (20) 5688 306  
Fax: (20) 5688 434

### **In Canada and the United States**

Clark University  
Department of International Development, Community and Environment  
Women's Studies Program  
950 Main Street (for M.A. in IDCE or Ph.D. in women's studies)  
Worcester, Massachusetts 01610  
USA  
Tel: 508-793-7201  
Fax: 508-793-8820  
[www.clarku.edu](http://www.clarku.edu)

Coady International Institute (short courses on gender)  
St. Francis Xavier University  
PO Box 5000  
Antigonish  
Nova Scotia  
B2G 2W5  
Tel: 902-867-3953  
Fax: 902-867-3907  
[www.stfx.ca/institutes/coady/](http://www.stfx.ca/institutes/coady/)

Gender Studies Program  
University of Florida  
Gainesville, Florida  
323611-2038  
USA



Michigan State University  
Women and International Development  
202 Center for International Programs  
East Lansing, Michigan  
48824-1044  
USA  
Tel: 517-353-5040  
Fax: 517-432-4845355-4507  
e-mail: [wid@msu.edu](mailto:wid@msu.edu)  
[www.msu.edu/WID](http://www.msu.edu/WID)

(short courses and links to grad degrees  
related to women at M.A. and Ph.D. levels)

Department of Women's Studies (M.A. and Ph.D. programs in women's studies)  
The Ohio State University  
286 University Hall  
230 N. Oval Mall  
Columbus, Ohio  
43210-1319  
USA  
e-mail: [womstd.info@osu.edu](mailto:womstd.info@osu.edu)  
<http://womens-studies.ohio-state.edu>

Women and Gender in Global Perspectives Program (M.A. and Ph.D. programs)  
The University of Illinois at Urbana-Champaign  
320 International Studies Building  
910 South Fifth Street  
Champaign, Illinois 61820  
USA  
Tel: 217-333-1994  
Fax: 217-333-6270  
Web site: <http://www.ips.uiuc.edu/wggp/>



**ANNEX 6**  
**POTENTIAL FUNDING SOURCES**



## **POTENTIAL SOURCES OF FUNDING FOR A CENTER FOR GENDER RESEARCH, STUDIES, AND RESOURCES**

In addition to known bilateral and multilateral agencies, as well as nongovernmental organizations working in Eritrea, the following might be sources of support for specific elements of the center's program:

Academy for Educational Development  
1825 Connecticut Avenue, N.W.  
Washington, DC 20009-5721  
USA  
Tel: 202-884-8102  
Fax: 202-884-8430

Center for Development and Population Activities (CEDPA) (women's empowerment)  
1400 16<sup>th</sup> Street, N.W.  
Washington, DC 20036  
USA  
Tel: 202-667-1142  
Fax: 202-332-4496  
[www.cedpa.org](http://www.cedpa.org)

Ford Foundation (peace and social justice, governance, civil society)  
320 East 43<sup>rd</sup> Street  
New York, NY 10017  
USA  
Tel: 212-573-5000  
Fax: 212-351-3677  
e-mail: [ford@fordfound.org](mailto:ford@fordfound.org)

Ford Foundation East Africa Office  
P. O. Box 41081  
Nairobi, Kenya  
Tel: 254-2-710444  
Fax: 254-2-719729  
e-mail: [ford-nairobi@fordfound.org](mailto:ford-nairobi@fordfound.org)

Global Fund for Women (interested in women's equality, education, human rights)  
1375 Sutter Street, Suite 400  
San Francisco, California 94109  
USA  
Tel: 415-202-7640  
Fax: 415-202-8604  
e-mail: [grants@globalfundforwomen.org](mailto:grants@globalfundforwomen.org)

International Development Research Center (IDRC)  
250 Albert Street  
Ottawa, Ontario K1G 3H9  
Canada  
Tel: 613-236-6163  
Fax: 613-567-7748

MS. Foundation for Women  
120 Wall Street, 33<sup>rd</sup> floor  
New York, NY 10009  
USA  
Tel: 212-742-2300  
Fax: 212-742-1653  
e-mail: [program@ms.foundation.org](mailto:program@ms.foundation.org)

Rockefeller Foundation  
420 5<sup>th</sup> Avenue  
New York, New York 10018-2702  
USA  
Tel: 212-869-8500  
Fax: 212-764-3468

Soros Foundation/Open Society Institute  
400 West 59<sup>th</sup> Street  
New York, New York 10106  
USA  
Tel: 212-548-0600  
Fax: 212-548-4679

Swedish International Development Agency (SIDA)  
S-105 25 Stockholm  
Sweden  
Tel: 46-8-698-5168  
Fax: 46-8-698-5642

UNIFEM  
304 E. 45<sup>th</sup> Street, 6<sup>th</sup> Floor  
New York, NY 10017  
USA  
Tel: 212-906-3659  
Fax: 212-609-3659

Women's Edge  
1825 Connecticut Avenue, N.W. #800  
Washington, DC 20009  
USA  
Tel: 202-884-8396  
Fax: 202-884-8366  
E-mail: [edge@womensedge.org](mailto:edge@womensedge.org)

World Bank, PRMG – Gender Division  
World Bank, Room MC 4-443  
1818 H Street, N.W.  
Washington, DC 20433  
USA

World Education (women's empowerment; girls' access to education)  
44 Farnsworth Street  
Boston Massachusetts 02210-9705  
USA  
Tel: (617) 482-9485  
Fax: (617) 482-0617  
[www.worlded.org](http://www.worlded.org)





**ANNEX 7**

**JOB DESCRIPTIONS FOR STAFF OF THE CENTER FOR GENDER  
RESEARCH, STUDIES, AND RESOURCES**



## **JOB DESCRIPTIONS FOR STAFF OF THE CENTER FOR GENDER RESEARCH, STUDIES, AND RESOURCES**

### **CENTER DIRECTOR**

#### **Qualifications**

- The director should be a member of the faculty with five or more years of experience in teaching and in university administration.
- A candidate should have knowledge of gender research and teaching and specific interest in developing knowledge of this area within the university.
- Master's or Ph.D. required.

#### **Responsibilities**

The overall responsibility of the director of the center is to provide the leadership that will eventually build a center of expertise and excellence for women's and gender issues, generating reliable data for national policy with a major focus on education. Specific responsibilities include:

- Representing the center on university committees and at various university functions;
- Securing the relationships and funding that will ensure programmatic support for the center;
- Establishing relationships with linkage institutions within Eritrea and providing support and guidance for improved programming for the MOE, NUEW, and NUEYS based on research results;
- Developing relationships with partner institutions engaged in gender research and studies in other countries;
- Overseeing the development of an introductory course on gender and ensuring its quality for review by the appropriate university committee;
- Participating within the university and more broadly within Eritrea in conceptualizing and designing advocacy on gender issues;
- Overseeing development and implementation of the research agenda, including supervising the research audit and development of the database, convening the agenda-setting workshop, securing approval by the university's research committee, and ensuring that the research is carried out competently;
- Overseeing the center's outreach and networking activities as well as the collection of resources for the center;
- Overseeing the capacity-building workshops for faculty, postgrads, and participants from other institutions;
- Organizing the gender awareness program and conducting the gender awareness workshops for incoming students;
- Ensuring that the center provides a forum for analysis and program initiatives related to female roles and retention in the university; and
- Conducting the initial leadership training for women students at the university and overseeing follow-up activities.

## **CENTER ADMINISTRATOR**

### **Qualifications**

- Master's degree in relevant field,
- Experience in university administration,
- An understanding of library services and documentation, and
- An interest in gender teaching and research and the work of the center.

### **Responsibilities**

The administrative assistant is responsible for the overall effective and efficient management of the center. These responsibilities include:

- Developing a system for managing the resources of the center, including books, publications, videos, and all other materials;
- Managing the center and its related offices, including ensuring the availability of necessary supplies; ensuring that all services, such as the telephone, are working; and, in general, ensuring the functioning of well-managed offices and the center;
- Maintaining the budget and keeping the accounts of the center and reporting to the director and to the university according to the appropriate systems;
- Organizing the requisition of center resources, such as books, journals, and videos, and ensuring their appropriate care and maintenance;
- Organizing and facilitating the logistics for workshops and other activities of the center;
- Handling administrative communications and correspondence as requested by the director;
- Assuming a public relations role as the person who is managing the center on a daily basis;
- Maintaining accurate and updated information on linkage and partner institutions through e-mail and other forms of communication, as requested by the director; and
- Taking charge of the administration of the center during the absence of the director.

## **CENTER POSTGRADUATE RESEARCH ASSISTANT**

### **Qualifications**

- Fresh degree from a relevant department with a GPA of 2.5 or above in line with the university rules and regulations,
- Demonstrated interest in the area of gender research,
- Strong writing capabilities, and
- Strong research and interview skills preferred.

## **Responsibilities**

The postgrad research assistant is responsible for a variety of research and teaching and programmatic activities for the center and serves as an assistant to the director in these matters. Responsibilities include:

- Assisting the director with the development of the center's research agenda, including conducting the research audit and preparing a report on this audit for discussion of the agenda-setting workshop;
- Learning the procedures for establishing a database on gender research in Eritrea and then maintaining that database and learning to set up and maintain a Web site for the center;
- Assisting the director with the gender awareness seminars for first-year students and with leadership training for women at the university, including preparation of a questionnaire for gathering baseline data on attitudes, conducting interviews, participating in the leadership training sessions, and pursuing follow-up activities and discussions;
- Providing assistance in selection and preparation of materials for all center-sponsored workshops, attending the workshops, and serving as a recorder for the workshops;
- Assisting the director in organizing opportunities for faculty and students to carry out research through a variety of mechanisms, such as research internships with linkage institutions and partner organizations;
- Representing the director in selected fora, as determined by the director;
- Assisting with the selection and collection of materials for the center;
- Assisting with the outreach and networking activities of the center;
- Participating in the mentoring program in a supervisory capacity as requested by the director; and
- Preparing the semi-annual newsletter.



**ANNEX 8**

**OVERALL BUDGETARY ESTIMATES AND  
NEEDED INFORMATION**





## OVERALL BUDGETARY ESTIMATES AND NEEDED INFORMATION

Estimates as of June 26, 2002

|   |                  |
|---|------------------|
| Construction of building and obtaining office equipment       | \$163,340        |
| Trips to partner institutions (2)                             | 8,600            |
| Research workshop   | 1,350            |
| Commissioned research   | 100,000          |
| Grants to faculty for integrating gender in teaching/research | 40,000           |
| Faculty workshops (4)   | 83,740           |
| Short courses abroad (5)                                      | 57,500           |
| Master's degrees (2)  | 127,000          |
| Training workshop for NUEW and NUEYS                          | 8,325            |
| Female enrollment and performance                             | 41,850           |
| Resources   | 100,000          |
| Annual reviews  | 2,475            |
| Midterm review  | 2,900            |
| Five-year evaluation  | 13,075           |
| <b>Total</b>  | <b>\$750,155</b> |



**ANNEX 9**

**SAMPLE LETTER**



**SAMPLE LETTER**

Following is a sample letter that could be adapted by NUEYS, NUEW, or a government ministry to indicate support for the proposal for a center for gender research, studies, and resources at the University of Asmara.

Dr. Woldeab, President  
University of Asmara  
Asmara

Dear Dr. Woldeab:

On behalf of the National Union of Eritrean Youth and Students (or NUEW or a government ministry), I am pleased to inform you that NUEYS offers its full support to the University of Asmara's proposal for a center for gender research, studies, and resources. We share the university's concern for the low levels of educational attainment currently achieved by the vast majority of Eritrean women and support its efforts to ensure the full participation of women in processes of social and economic change, beginning with their roles in higher education. We believe the center can make a valuable contribution to research, policy analysis, and development in regard to women's and gender issues and that it will be in a position to generate reliable data for national policy with a focus on education.

The center is not only intended to serve the University of Asmara, but to engage with other organizations and institutions in Eritrea involved in policy, planning, and programs. Its objectives in research, capacity-building, and improving enrollment, participation, and performance of female students, as well as its efforts to establish linkages and partnerships with other institutions, will be assets to all of us. At NUEYS (or NUEW or a government ministry), we look forward to a collaboration with this new center both on the university campus and in the broad arena of Eritrean policy and programs.

Sincerely yours,